

Norto 5 Ltd @ The Pavilion

Inspection report for early years provision

Unique reference number

EY359520

Inspection date

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Inspector

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Setting address

The Pavilion, Hickmans Lane, Lindfield, HAYWARDS
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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Norto 5 Ltd re-registered in 2007. It has been operating under the existing management in the current premises since 2006. The nursery operates from a recreation pavilion in Lindfield, near Haywards Heath, West Sussex. A maximum of 28 children in the early years age range may attend the pre-school at any one time. The nursery is open each weekday from 08:00 to 18:00 hours for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 21 children aged from birth to five years on roll. Of these, five children receive funding for early years education. The nursery is also registered to care for children on the compulsory part of the Childcare Register. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and children who speak languages other than English.

The nursery employs six members of staff. All hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery have worked very hard since their last inspection to improve the outcomes for children through self evaluation and implementing their own development plan. The needs of all children are being met because staff acknowledge the uniqueness of each child, support their learning and development appropriately and work collaboratively with parents as partners in their children's welfare and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop partnerships in the wider context to promote good quality care and education for individual children
- develop opportunities for children to begin to learn more about their own cultures and beliefs as well as those of other people.

The leadership and management of the early years provision

The nursery has strong leadership, a team of dedicated staff who work well together and have established lovely friendly and caring relationships with the children in their care. Staff have a positive attitude towards continuous improvement and have met all the actions and recommendations raised at their last inspection. They attend training courses and hold regular meetings to discuss how the children's needs are being met and what measures they can introduce to enhance the provision further. Staff clearly understand their responsibilities regarding safeguarding and ensure that all documentation, including risk

assessments, medication records and registration details are maintained appropriately. The nursery's physical environment has greatly improved; children now play in a bright, stimulating and print rich environment where there are specific workshop areas, linking to the six areas of learning. The children's creative work and photographs of them participating in activities are displayed throughout the nursery, helping children feel a strong sense of belonging as well as showing how the nursery values their contributions.

The partnership with parents is acknowledged for its importance in the care and education of every child. Staff forge good relationships with parents, provide them with plenty of information about the nursery and their child's overall development, as well as seeking their views about the nursery provision. Few of the children attend any other settings alongside this nursery; however, there are currently no systems in place for collaborative working to help support the individual child's learning. The nursery does work with external agencies to support children's additional learning needs/disabilities and liaises with parents regarding the use of languages other than English that children may have.

The quality and standards of the early years provision

There is a happy, positive atmosphere in the nursery and this is reflected in how settled and content the children are. They have established caring relationships with each other and the staff; they snuggle up closely together as they share stories and play together cooperatively. The children are learning important messages about positive relationships, as they learn about using good manners and treating each other and the environment with respect. The nursery environment is very child led, a key feature of the Early Years Foundation Stage, and this is evident in how confidently the children move around and play. They are able to learn key skills for the future through good activities. They learn to solve problems while building with cardboard boxes and other construction materials; count through everyday experiences such as looking out for aeroplanes overhead and making a record of how many they see. They also confidently mark make with various tools and materials to support their developing communication, language and literacy skills. Messy play, with shaving foam, pasta, water and sand feature prominently and photographic evidence shows how much fun the children have while taking part. They also enjoy playing musical instruments, replicating the sound of thunder they heard the previous day while playing outdoors. Staff plan an interesting range of activities, to incorporate all of the areas of learning and adapt activities to ensure that inclusion is given due consideration. However, staff do not fully plan or provide a broad range of activities to help children begin to learn about their own cultures and beliefs, as well as those of others in the world around them. This hinders children's opportunities to learn about equality and diversity. Children's learning is observed and assessed to help them make progress as they move towards the early learning goals. These records are well used to inform children's next steps and plan activities to ensure the curriculum reflects the needs and interests of every child.

Children's welfare is given due consideration and promoted through good role modelling and teaching by staff. Comprehensive systems are in place to ensure the

children are kept safe, learn how to be healthy and have individual routines followed from home for consistency of care. Children eat extremely well and benefit from a range of nutritious meals and snacks, alongside regular drinks of water and fruit juice to support a healthy lifestyle. They are active children who very much enjoy being outdoors. Staff extend the learning environment outdoors, where children can run around, practise skills such as throwing and catching, or splash water around in the water tray, relishing in the experience of getting themselves and everyone else wet.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met